

## Home Learning: Year 3 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Factual Fluency</b>	<a href="https://uk.ixl.com/math/year-3/identify-multiplication-expressions-for-equal-groups">https://uk.ixl.com/math/year-3/identify-multiplication-expressions-for-equal-groups</a> (ten questions)	<a href="https://uk.ixl.com/math/year-3/multiply-by-4">https://uk.ixl.com/math/year-3/multiply-by-4</a> (ten questions)	<a href="https://uk.ixl.com/math/year-3/multiply-by-4">https://uk.ixl.com/math/year-3/multiply-by-4</a> (ten questions)	<a href="https://uk.ixl.com/math/year-3/name-the-two-dimensional-shape">https://uk.ixl.com/math/year-3/name-the-two-dimensional-shape</a> (ten questions)	<a href="https://uk.ixl.com/math/year-3/name-the-three-dimensional-shape">https://uk.ixl.com/math/year-3/name-the-three-dimensional-shape</a> (ten questions)
<b>Four Days of Reasoning (Monday-Thursday)</b>	Summer Term Week 11(Wk commencing 6/7) <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a> <b>Worksheets (and answers) for each lesson can be found below.</b>	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If you feel your child needs greater challenge click onto this link <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a> If your child struggles with maths, they could work on the learning set for year groups lower down the school.			
<b>Friday</b>	On Friday you can revise any part of the week's learning that you found difficult. You can simply repeat one of the lessons if you like. You can also practise times tables.				

## Home Learning: Year 3 English

Y3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	<p>Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.</p>				
<b>Writing</b>	<p><b>LO: to listen and respond to a story</b></p> <p>Go to.</p> <p>Listen to Ruth reading <a href="#">Silly Billy</a> by Anthony Browne. Think about the things that Billy worries about in the story.</p> <p>In your book, list the six things we are told worry Billy.</p> <p>For each one, say what you think it is about the thing or situation that Billy might find scary</p> <p>You can present your work how you want – we have included a sheet below for you to print off and use if you want to.</p> <p><b>REMEMBER</b> – you might have to listen to the story more than once.</p>	<p><b>LO: Think about character</b></p> <p>Listen to <b>Silly Billy</b> (click on yesterday's link),</p> <p><b>Task One</b></p> <p>Why do you think Billy is called <i>Silly Billy</i>?</p> <p>What do you learn about Billy's Mum, Dad and Grandma? Use the sheets below to record your ideas.</p> <p><b><i>If you don't have a printer, draw your own picture of the character and write your ideas in your book.</i></b></p> <p><b>Task Two</b></p> <p>One way of learning about characters is from what they say and do.</p> <p>Use the resources below to record the advice the characters give Billy about his worries.</p> <p><b><i>If you don't have a printer, you can draw the characters in your book and write around them.</i></b></p>	<p><b>LO: Write letter</b></p> <p>Imagine that Billy wrote to Grandma about his worries rather than speaking to her about them.</p> <p>What do you think he would say?</p> <p>You can use the template below, or use your own writing paper.</p> <p>Remember to think about audience (your Grandma) and the correct format for a letter.</p>	<p><b>LO: write a letter (2)</b></p> <p>Imagine that you are Billy's pen pal and that he wrote you a long letter about everything that happened to him in this story.</p> <p>What would you write back to him?</p> <p>Use the template below, or use your own writing paper to write a letter to Billy.</p> <p>Some ideas:</p> <ul style="list-style-type: none"> <li>• You might write to Billy about some of your own worries.</li> <li>• Ask him some questions about the worry dolls.</li> <li>• Tell him a funny story about something that has happened to you.</li> </ul>	<p><b>Spellings</b></p> <p>Ask someone to test you on last week's spellings</p> <p><b>Fun time extra</b></p> <p>Go to <a href="https://www.youtube.com/watch?v=8oL0n5X2Rlc&amp;t=19s">https://www.youtube.com/watch?v=8oL0n5X2Rlc&amp;t=19s</a></p> <p>Follow the instructions and make some worry dolls of your own. If you don't have the right things at home to make worry dolls, draw some and stick your drawings onto card. Tell them your worries and see if they can help!</p>

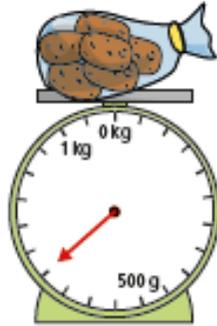
## Home Learning: Year 3 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	DT/Spanish
<p><b>LO: Research Mediterranean Sea</b> Why is the Mediterranean Sea important?</p> <ul style="list-style-type: none"> <li>• Can you name 5 countries surrounding the Med?</li> <li>• Read the facts below.</li> <li>• Create a report explaining why the Mediterranean Sea is important.</li> </ul> <p>Include these subheadings;</p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Wildlife</li> <li>• Tourism</li> </ul>	<p><b>LO: Investigate fossils</b> What is a fossil and how are they made?</p> <ul style="list-style-type: none"> <li>• What is a fossil? Have you seen any fossils? What do you think a fossil is made from?</li> <li>• Watch this <a href="#">video</a> to find out what fossils are and to see how fossils are formed.</li> <li>• Draw a diagram to show how a fossil is made, use the word bank to help you</li> </ul>	<p><b>Question: Have countries always been fair?</b> <b>Task 1</b> Look at the resource below diagram sheet below.</p> <ul style="list-style-type: none"> <li>• In what ways are we lucky? What things have we got to look forward to? What would you like to be when you are older? Draw a picture of yourself and write down little notes to answer the question.</li> </ul> <p><b>Task 2</b></p> <ul style="list-style-type: none"> <li>• Have a look at the pictures of children from the past to help answer the above questions. What is their life going to be like compared with yours today? Draw a picture of a child from the past. Around them write down notes about their life</li> </ul>	<p><b>LO: What do the miracles of Jesus teach us?</b> Watch the video about the Miracle of Jesus raising Lazarus from the dead and then read the Bible story below. This is one of the last miracles that Jesus performed before his own death and resurrection. Choose a scene from the story to draw. Now describe what is happening in your picture and why this is your favourite part of the story. <a href="https://www.youtube.com/watch?v=3lWKVomn3uY">https://www.youtube.com/watch?v=3lWKVomn3uY</a></p>	<p><b>DT - Escher Tessellation</b> <i>You will need: card (any will do), paper, pencil or fine black pen/felt tip, scissors, Sellotape. Resources below.</i></p> <p>Look at the work by Escher below– what do you notice about the pictures? When a shape is repeated to form a matching pattern, we call it tessellation. Watch this short <a href="#">video</a></p> <ul style="list-style-type: none"> <li>• Take a small square piece of card and draw a line squiggly or curved from corner to corner on two adjacent sides (see support below).</li> <li>• Cut along one of the lines and move the cut part to the opposite side and tape into place. Cut along the second line and then move that bit to the opposite side and tape into place.</li> <li>• Now trace around your shape onto a piece of paper. When you have finished, move the shape along so that it fits against your first drawn shape. Repeat until you have filled up your paper and then colour them in.</li> </ul> <p><b>Spanish</b> This week you will draw your family! Do not forget to label them! You can add primo (cousin), tío (uncle), tía (auntie), and mascota (pet). Want an extra challenge? Add this to your drawing:</p> <ul style="list-style-type: none"> <li>- un sombrero rojo</li> <li>-una guitarra marrón</li> <li>- un dinosaurio amarillo</li> <li>- un libro azul</li> <li>- un robot morado</li> <li>- un gato naranja</li> <li>- una nube gris</li> </ul>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

## Measure mass (2)

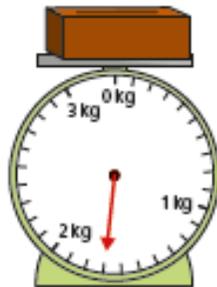
1 What is the mass of each object?

a)



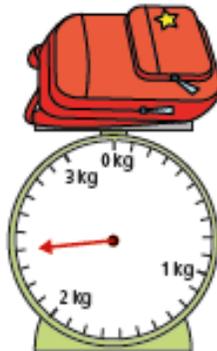
g

b)



kg and  g

c)



kg and  g

2 The mass of each object is shown on the label.

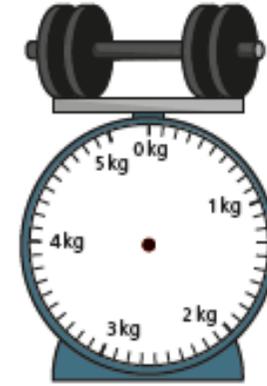


Draw on the scales to show the mass of each object.

a)



b)



c)



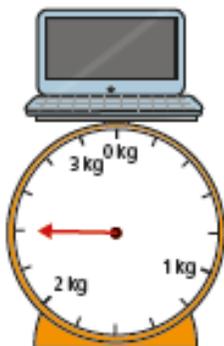
3 What is the mass of each object?

a)



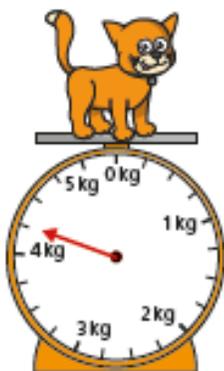
g

b)



kg and  g

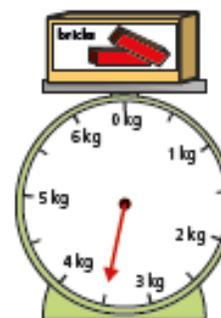
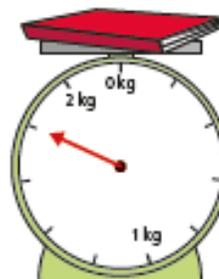
c)



kg and  g

How did you work out what each interval on the scales represents?

4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? \_\_\_\_\_  
Why?

5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.

Amir



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie



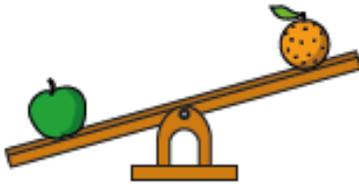
Who is correct? \_\_\_\_\_

How do you know?

## Compare mass

1 Write heavier or lighter to complete the sentences.

a)



The apple is \_\_\_\_\_ than the orange.

The orange is \_\_\_\_\_ than the apple.

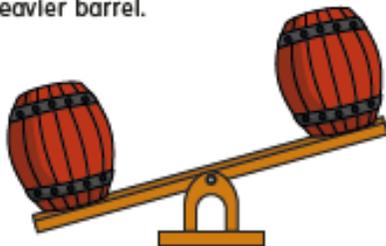
b)



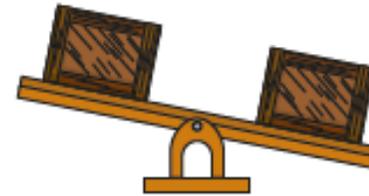
The ball is \_\_\_\_\_ than the bat.

The bat is \_\_\_\_\_ than the ball.

2 a) Tick the heavier barrel.



b) Tick the lighter crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



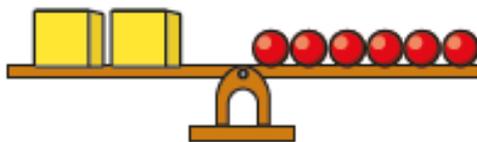
Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



- 4 The scales show that 2 cubes balance 6 spheres.



Tommy is removing shapes to see what happens to the scales.

Tick the correct image in each part.

a)



b)



c)



Talk about your answers with a partner.



- 5 Circle the greater mass in each pair.



- 6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

\_\_\_\_\_

7



Is a jar or a mug heavier? \_\_\_\_\_

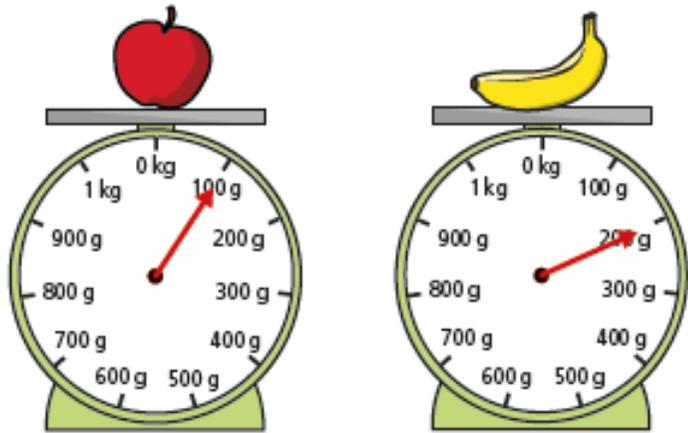
How do you know?

Talk about it with a partner.



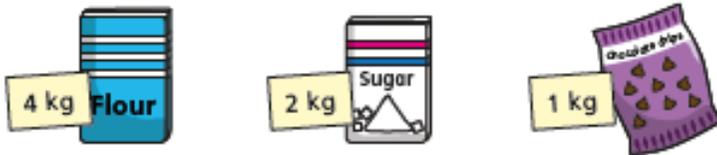
# Add and subtract mass

1 Teddy is measuring the weight of some fruit.



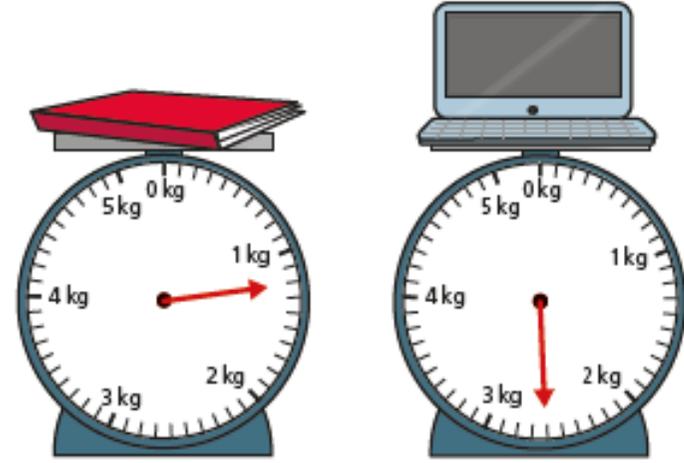
- a) What is the weight of the apple?  g
- b) What is the weight of the banana?  g
- c) Teddy puts both pieces of fruit on the same scale.  
What is the total weight of the apple and the banana?  g

2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients?  kg

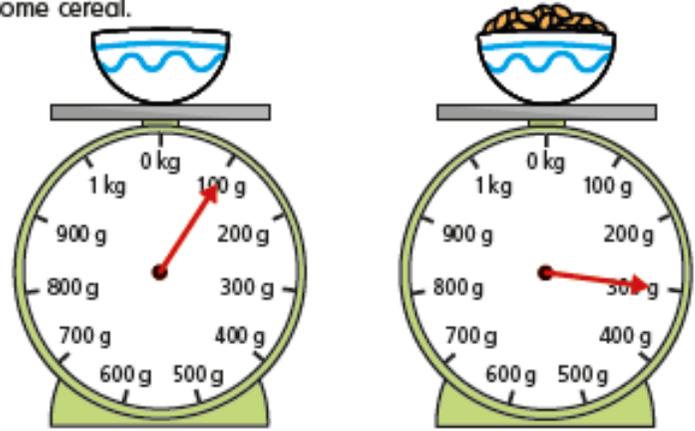
3 Ron is measuring the mass of some objects in the classroom.



Ron puts both objects on the same scale.  
What is the total mass of the objects?  
 kg and  g

4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl?  g

- 5 A dog weighs 8 kg and 200 g when it is 8 weeks old.

The same dog weighs 12 kg and 900 g when it is 12 weeks old.

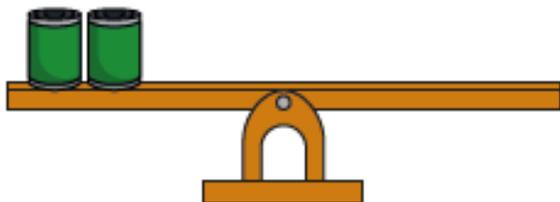
What is the difference in the dog's weight between 8 and 12 weeks?

kg and  g

- 6 The mass of a tin is 450 g.  
The mass of a book is 300 g.



Draw books on the scales to balance the tins.



- 7 Complete the number sentences.

a)  $1\text{ kg } 250\text{ g} + 5\text{ kg } 300\text{ g} = \square\text{ kg } \square\text{ g}$

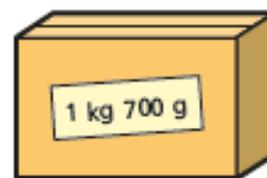
b)  $3\text{ kg } 450\text{ g} + 8\text{ kg } 120\text{ g} = \square\text{ kg } \square\text{ g}$

c)  $15\text{ kg } 960\text{ g} - 11\text{ kg } 270\text{ g} = \square\text{ kg } \square\text{ g}$

d)  $36\text{ kg } 317\text{ g} - 21\text{ kg } 199\text{ g} = \square\text{ kg } \square\text{ g}$

e)  $1\text{ kg} - \square\text{ g} = 200\text{ g}$

- 8 Tommy and Rosie are working out the total weight of the box and the suitcase.



The total weight is 5 kg and 1,200 g.

Tommy



The total weight is 6 kg and 200 g.

Rosie

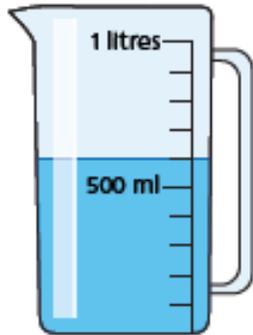
Who is correct? \_\_\_\_\_

Talk about it with a partner.

## Measure capacity (2)

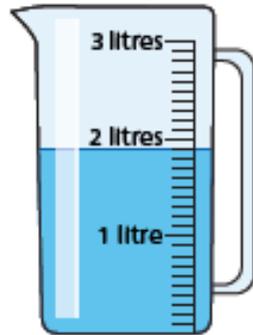
1 How much water is there in each jug?

a)



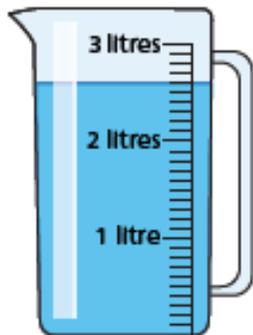
ml

c)



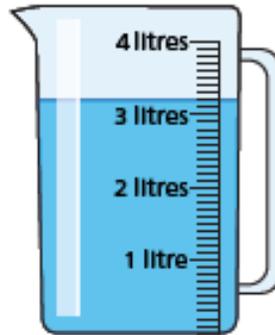
l and  ml

b)



l and  ml

d)



l and  ml

2

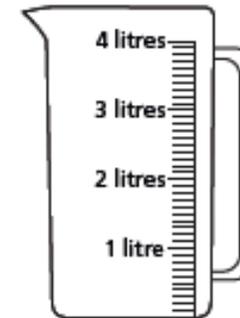
The capacity of each bottle is shown on the label.

Each bottle is full of liquid.

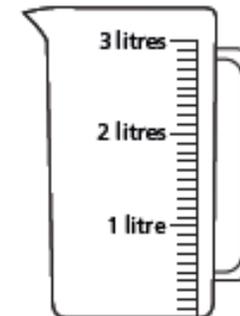
The bottles are emptied into jugs.

Draw a line on each jug to show where the liquid will reach.

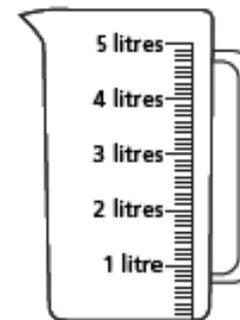
a)



b)

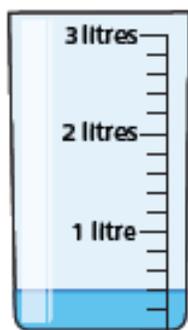


c)



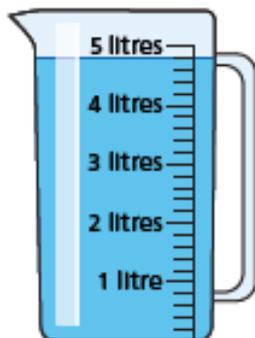
3 How much water is there in each container?

a)



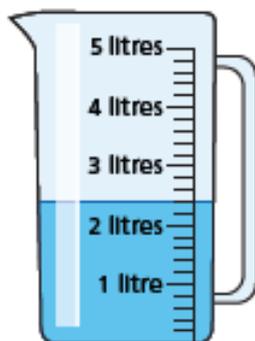
ml

c)



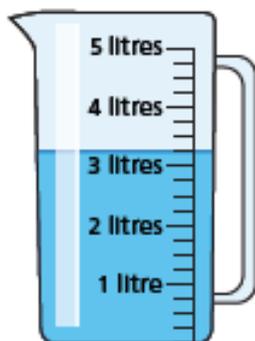
l and  ml

b)



l and  ml

d)



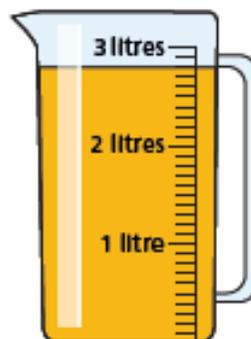
l and  ml

How did you work out what each interval on the scales represents?

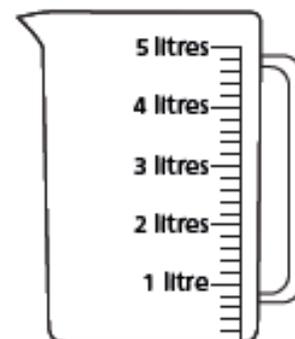
4 Mo has some orange juice in a jug.

He pours it into another jug.

Draw a line on the jug to show where the orange juice will reach.



What do you notice?



5 Different bottles hold different amounts of liquids.



Dexter

Eva



Who has more liquid? Circle your answer.

Dexter

Eva

they have the same

Talk about it with a partner.

## English Day One

### Billy's Worries

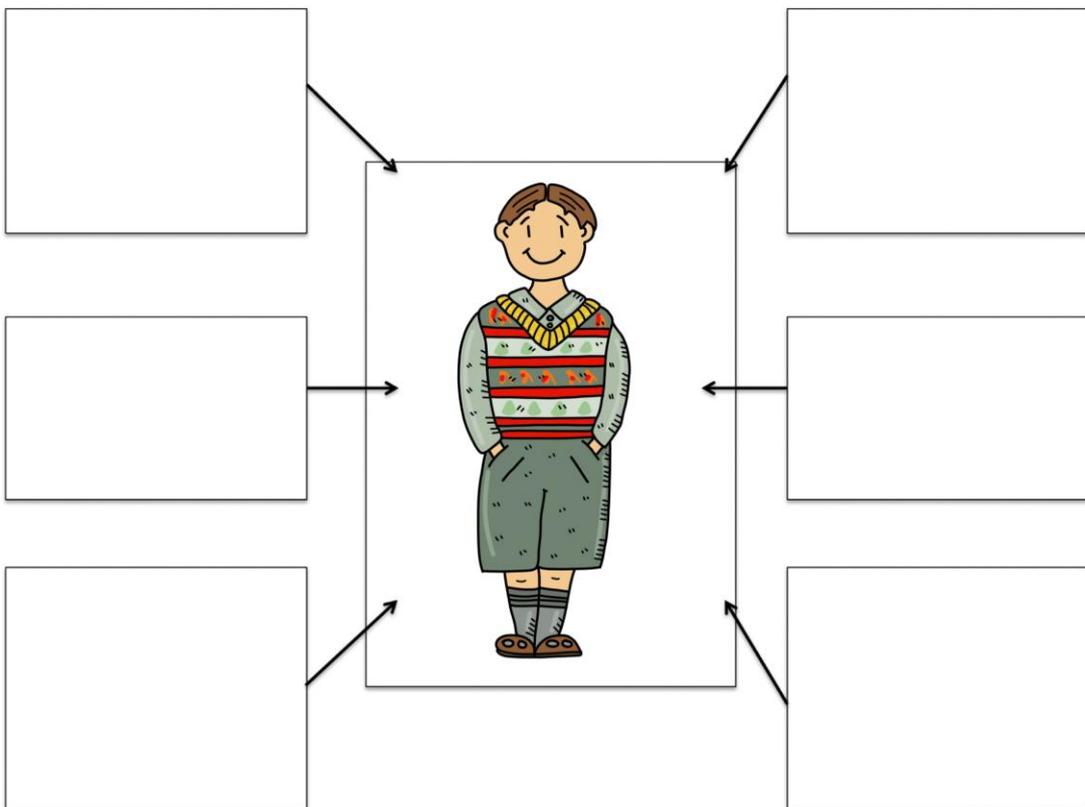
1.
2.
3.
4.
5.
6.

**What bothers him about each thing or situation?**

1.
2.
3.
4.
5.
6.

# SILLY BILLY

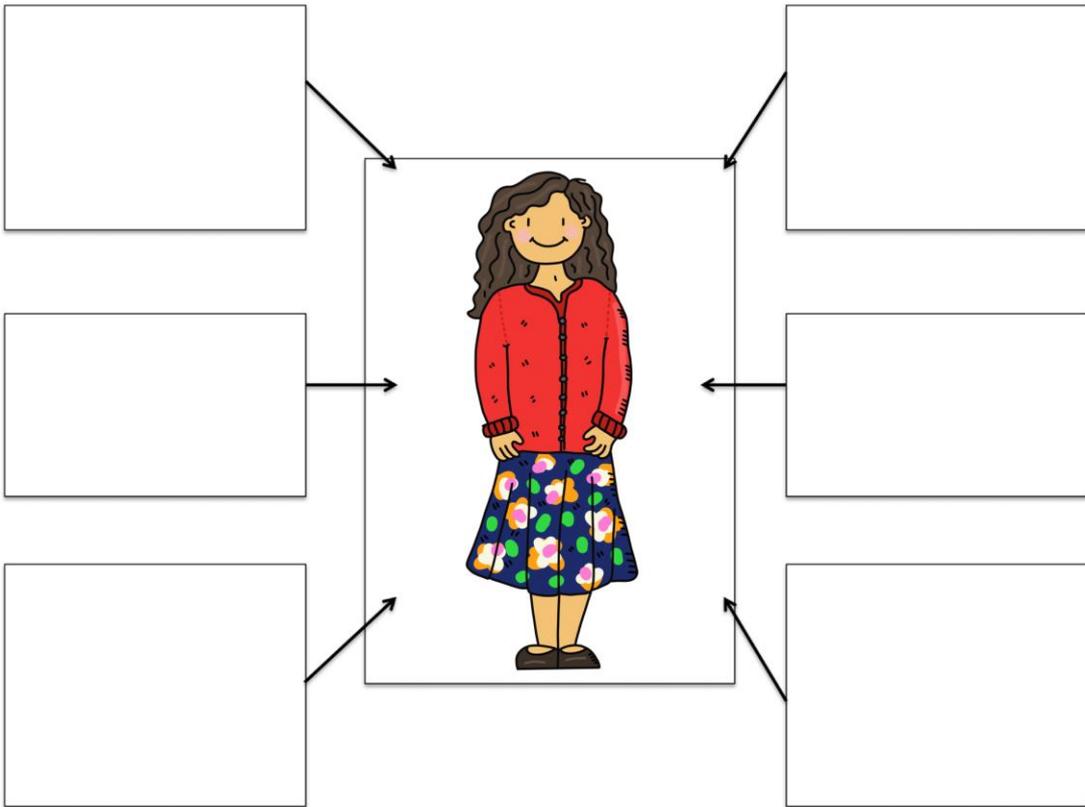
This is Billy. Sometimes Billy can be a 'Silly Billy'. In the boxes write some details or key words about what you know about his character.




In the box to your left write a sentence or two about Billy.

# MUMMY

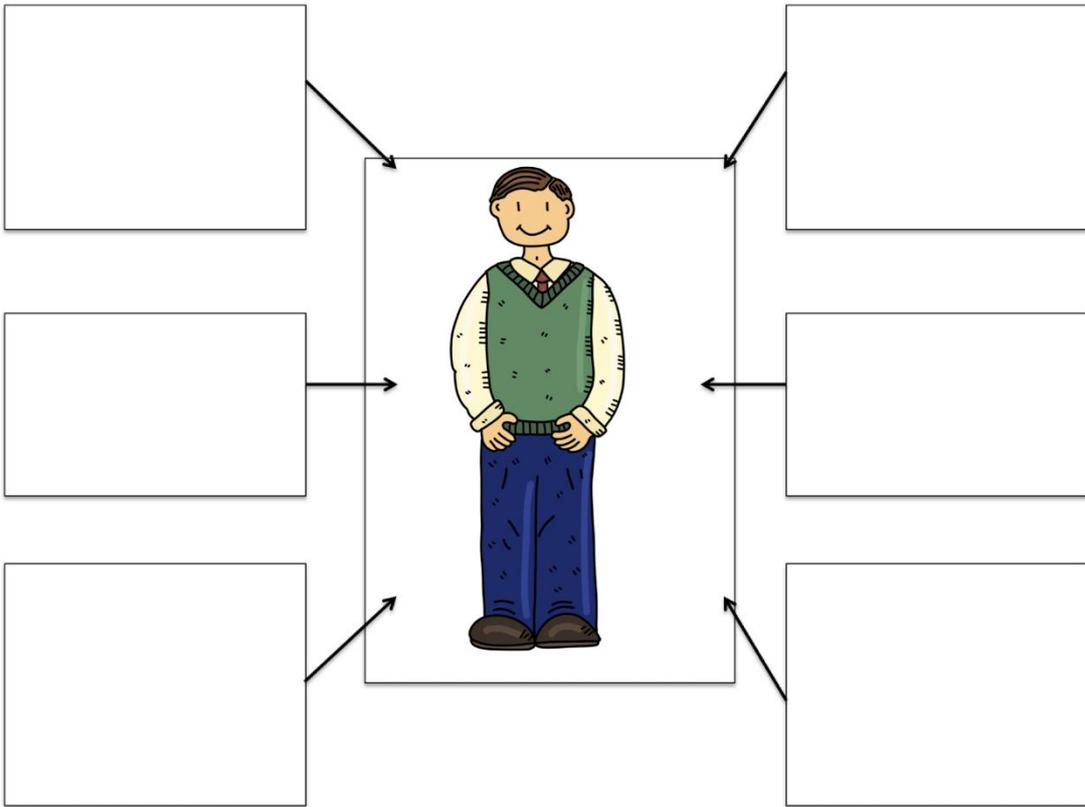
This is Billy's Mummy. What do you know about her character?




In the box to your left write a sentence or two about Billy's Mummy.

# DADDY

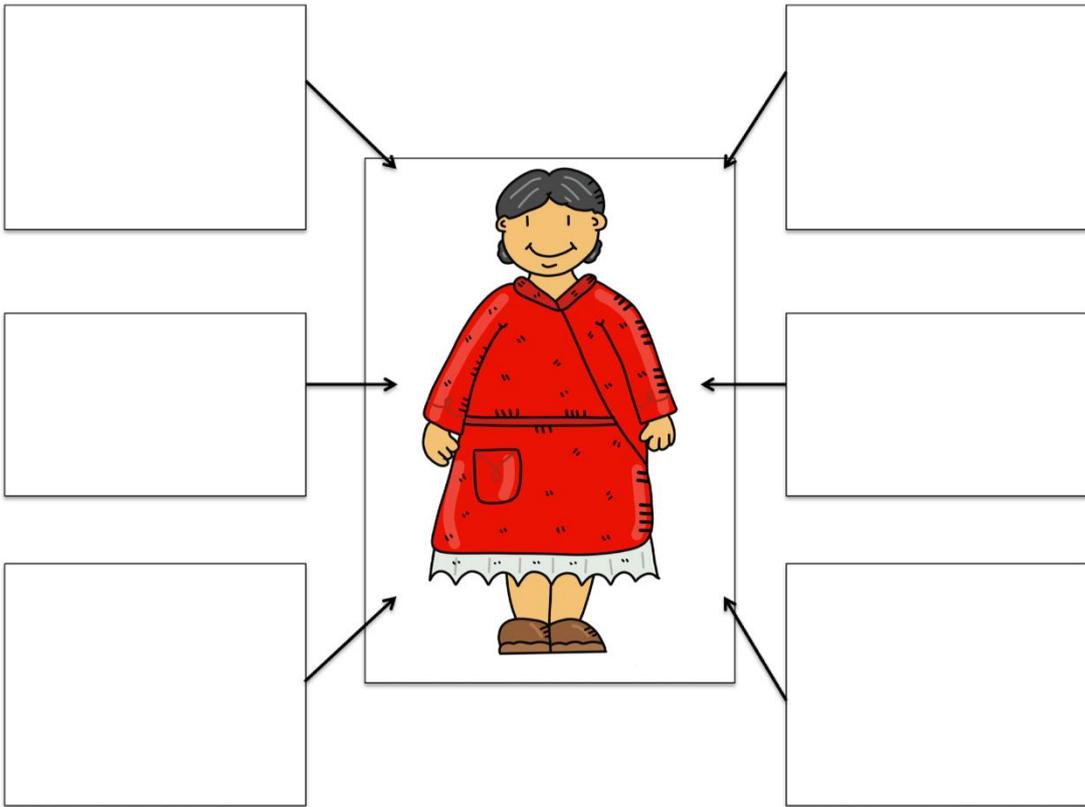
This is Billy's dad. What do you know about his character?




In the box to your left write a sentence or two about Billy's dad.

# GRANDMA

This is Billy's grandmother . What do you know about her character?




In the box to your left write a sentence or two about Billy's grandma.

# WHEN BILLY HAS WORRIES

Billy worries. He tells his family about his worries. What happens when he tells his family what is on his mind?



BILLY'S DADDY SAYS:



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BILLY'S MUMMY SAYS:



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BILLY'S GRANDMA SAYS:



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# Learn for test on 10th July

Green words - everyone must learn to spell these words  
Blue words - most people will learn to spell these words too  
Red words - some people will also learn these words

	ch	1st Attempt	2nd Attempt	3rd Attempt
1	chef			
2	chalet			
3	school			
4	echo			
5	orchid			
6	machine			
7	chorus			
8	anchor			
9	stomach			
10	character			
11	brochure			
12	choir			
13	architect			
14	orchestra			
15	technology			

Do you know the meaning of these words?

brochure	
architect	
chemist	

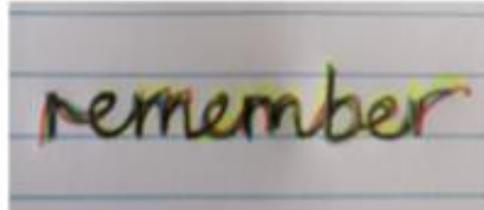
## Spelling Strategies

### Pyramid Writing

A pyramid-shaped word-building exercise for the word 'because'. The letters are written in pink on a white background. The first row is 'b', the second is 'be', the third is 'bec', the fourth is 'beca', the fifth is 'becau', the sixth is 'becaus', and the seventh is 'because'.

### Rainbow writing

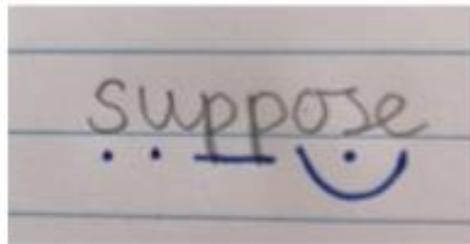
Write the word over and over again using different colours.



### Create a mnemonic



### Sound Buttons



\*\*Note, this may not work for words you cannot 'sound out'

### Underline the tricky part

separate

library

naughty

### Look, Say, Cover, Write, Check

**Look** at the word

**Say** it out loud

**Cover** it up

**Write** it

**Check** whether it is spelt correctly

## **RE: The Death of Lazarus (John 11)**

Now a certain man was sick, Lazarus of Bethany, the town of Mary and her sister Martha. 2 It was that Mary who anointed the Lord with fragrant oil and wiped His feet with her hair, whose brother Lazarus was sick. 3 Therefore the sisters sent to Him, saying, "Lord, behold, he whom You love is sick."

4 When Jesus heard that, He said, "This sickness is not unto death, but for the glory of God, that the Son of God may be glorified through it."

5 Now Jesus loved Martha and her sister and Lazarus. So, when He heard that he was sick, He stayed two more days in the place where He was. Then after this He said to the disciples, "Let us go to Judea again."

8 The disciples said to Him, "Rabbi, lately the Jews sought to stone You, and are You going there again?"

9 Jesus answered, "Are there not twelve hours in the day? If anyone walks in the day, he does not stumble, because he sees the light of this world. But if one walks in the night, he stumbles, because the light is not in him." These things He said, and after that He said to them, "Our friend Lazarus sleeps, but I go that I may wake him up."

12 Then His disciples said, "Lord, if he sleeps he will get well." However, Jesus spoke of his death, but they thought that He was speaking about taking rest in sleep.

14 Then Jesus said to them plainly, "Lazarus is dead. And I am glad for your sakes that I was not there, that you may believe. Nevertheless let us go to him."

16 Then Thomas, who is called the Twin, said to his fellow disciples, "Let us also go, that we may die with Him."

### **I Am the Resurrection and the Life**

17 So when Jesus came, He found that he had already been in the tomb four days. Now Bethany was near Jerusalem, about [a]two miles away. And many of the Jews had joined the women around Martha and Mary, to comfort them concerning their brother.

20 Then Martha, as soon as she heard that Jesus was coming, went and met Him, but Mary was sitting in the house. Now Martha said to Jesus, "Lord, if You had been here, my brother would not have died. But even now I know that whatever You ask of God, God will give You."

23 Jesus said to her, "Your brother will rise again."

24 Martha said to Him, "I know that he will rise again in the resurrection at the last day."

25 Jesus said to her, "I am the resurrection and the life. He who believes in Me, though he may die, he shall live. And whoever lives and believes in Me shall never die. Do you believe this?"

27 She said to Him, "Yes, Lord, I believe that You are the Christ, the Son of God, who is to come into the world."

### **Jesus and Death, the Last Enemy**

28 And when she had said these things, she went her way and secretly called Mary her sister, saying, "The Teacher has come and is calling for you." As soon as she heard that, she arose quickly and came to Him. Now Jesus had not yet come into the town, but was in the place where Martha met Him. Then the Jews who were with her in the house, and comforting her, when they saw that Mary rose up quickly and went out, followed her, [c]saying, "She is going to the tomb to weep there."

32 Then, when Mary came where Jesus was, and saw Him, she fell down at His feet, saying to Him, “Lord, if You had been here, my brother would not have died.”

33 Therefore, when Jesus saw her weeping, and the Jews who came with her weeping, He groaned in the spirit and was troubled. And He said, “Where have you laid him?”

They said to Him, “Lord, come and see.”

35 Jesus wept. Then the Jews said, “See how He loved him!”

37 And some of them said, “Could not this Man, who opened the eyes of the blind, also have kept this man from dying?”

### **Lazarus Raised from the Dead**

38 Then Jesus, again groaning in Himself, came to the tomb. It was a cave, and a stone lay against it. Jesus said, “Take away the stone.”

Martha, the sister of him who was dead, said to Him, “Lord, by this time there is a stench, for he has been dead four days.”

40 Jesus said to her, “Did I not say to you that if you would believe you would see the glory of God?”

41 Then they took away the stone [d]from the place where the dead man was lying. And Jesus lifted up His eyes and said, “Father, I thank You that You have heard Me. And I know that You always hear Me, but because of the people who are standing by I said this, that they may believe that You sent Me.”

43 Now when He had said these things, He cried with a loud voice, “Lazarus, come forth!”

44 And he who had died came out bound hand and foot with graveclothes, and his face was wrapped with a cloth. Jesus said to them, “Loose him, and let him go.”



## **LO: What do the miracles of Jesus teach us?**

Watch the video about the Miracle of Jesus raising Lazarus from the dead and then read the Bible story below. This is one of the last miracles that Jesus performed before his own death and resurrection.

Choose a scene from the story to draw. Now describe what is happening in your picture and why this is your favourite part of the story?

# Geography -- Support

## Facts about the Mediterranean Sea

- Some of the most ancient human civilisations were made around the Mediterranean Sea, so it has had a large influence on the history and ways of life of these cultures. (Greeks, Romans, Egyptians)
- The Mediterranean Sea is the body of [water](#) that separates [Europe](#), [Africa](#) and [Asia](#). It links 3 continents and is a sea passage.
- The sea derived its name from the ancient Romans who called the sea "mediterraneus" derived from two Latin words "medius" and "Terra". The first word means "middle" and the second word means "earth". To the ancient Romans the Mediterranean Sea was at the middle of the earth.
- There are more than 3300 islands on the Mediterranean Sea, the ten largest being Sicily, Sardinia, Cyprus, Corsica, Crete, Euboea, Majorca, Lesbos Rhodes and Chios.
- The Mediterranean Sea surface area is 2.5 million km<sup>2</sup> which makes it larger than France, Spain, Sweden, Italy, United Kingdom, Greece, Portugal, Denmark, Bulgaria, Switzerland, Netherlands and Turkey all combined. Its coastline extends for 46,000 kilometers.
- The topography of the land surrounding the Mediterranean Sea includes: High Mountains and steep rocky cliffs.
- The Mediterranean climate is characterized by windy, mild, wet winters and relatively calm, hot, dry summers. Spring, however, is a transitional season and is changeable. Autumn is relatively short.
- The region that borders the Mediterranean Sea is the most popular tourist destination in the world attracting approximately one third of the world's international tourists.
- The critically endangered Mediterranean monk seal can only be found in the Mediterranean Sea.
- According to the European Environmental Agency the fish stock levels in the Mediterranean Sea are alarmingly low this is due to overfishing at the sea. Important fisheries such as albacore and Bluefin tuna, hake, marlin, swordfish, red mullet and sea bream are threatened.
- With a unique combination of pleasant climate, beautiful coastline, rich history and various cultures, the Mediterranean Sea is among the most culturally diverse block basin sea in the world.
- The Mediterranean Sea's rocky reefs, seagrass meadows, and upwelling areas are important habitats that supports enormous biodiversity making the sea home to the sperm whales, bottlenose dolphins, tuna, common seahorse etc.
- The Mediterranean Sea acts as the breeding site for the loggerhead turtle and green turtle.
- The Mediterranean Sea is home to numerous species of whales, including the fin whale, which happens to be the second largest whale in the world and also the fastest in the whale family.

## Science - Support

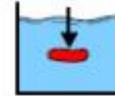
### Fossil Formation Word Bank



animal



dies



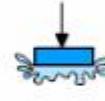
underwater



sediment



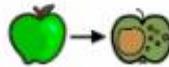
layers



compacted



muscles



rot



bones



seep



dissolve



mould



minerals



deposited



copy



worn away



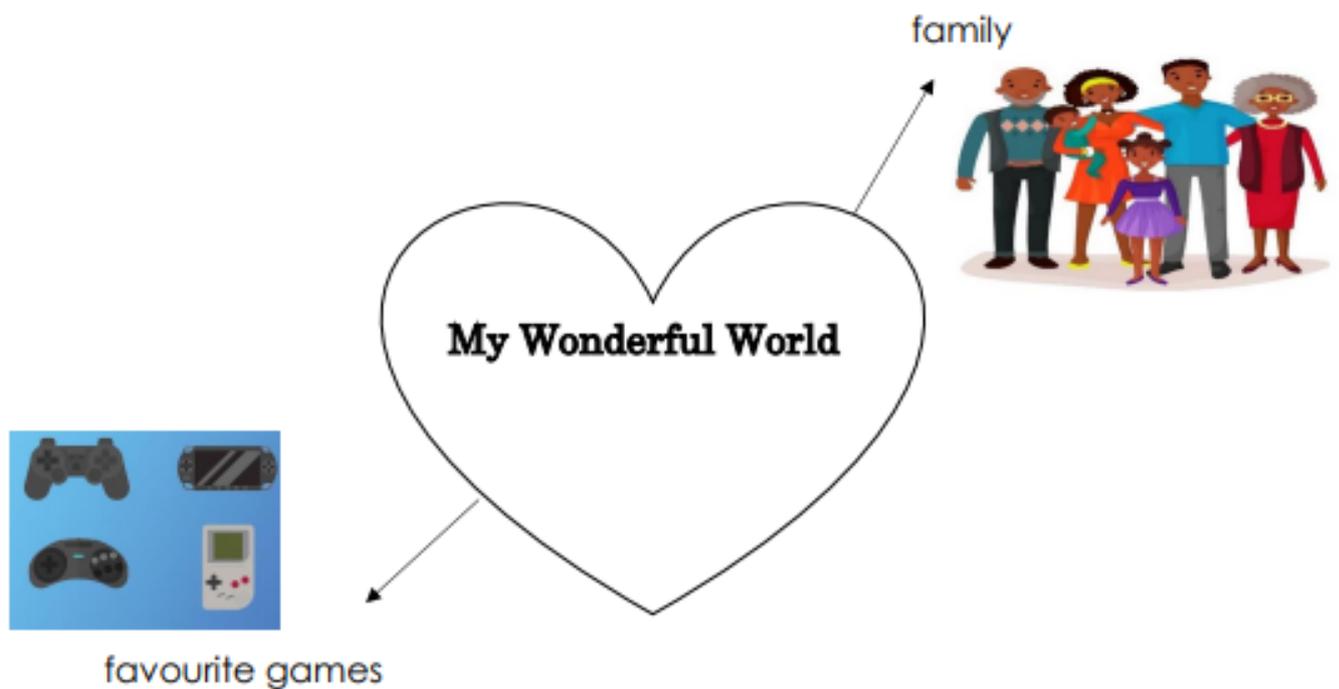
erosion



fossil

## History

Write down and draw pictures of all the things that make your world wonderful. Some examples have been done for you.



In what ways are we lucky? What things have we got to look forward to?  
What would you like to be when you are older? Draw a picture of yourself and write down little notes to answer these questions.

## History - Support

Do you think children from Victorian times had the same life and opportunities as you?



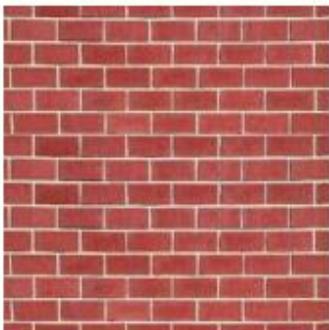
## Design Technology – Escher and tessellation.

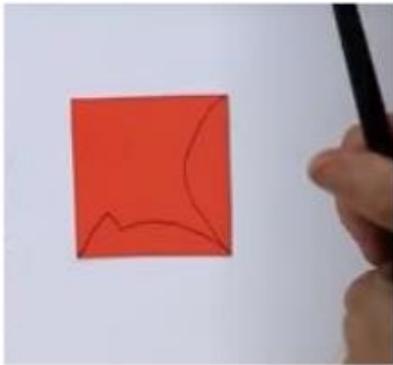


Look at this artwork by Escher – can you see how he has used the shapes to create a repeating pattern with no gaps in between? This is called Tessellation.



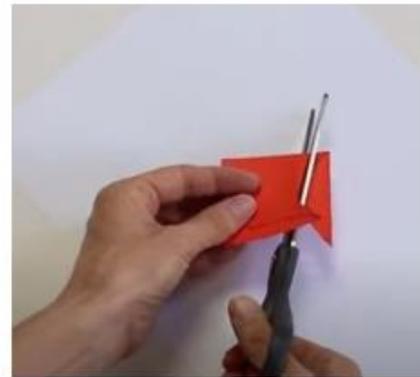
Tessellation can also be found around us – in nature and in things that we create ourselves.



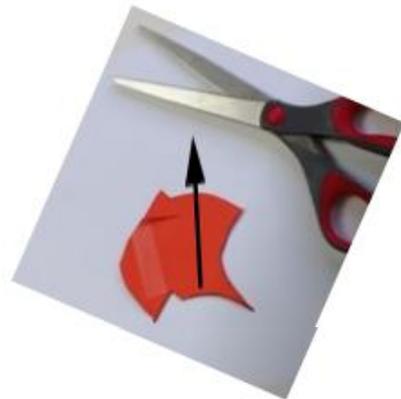


When making your own tessellating pattern start with a square piece of card – old food packing would work well.

Don't make your lines too squiggly or curvy.



After you have cut along the first line, move the cut piece to the **OPPOSITE** side (see arrows) and then stick it down using Sellotape. Then, do the same with the second cut piece.



After drawing around your shape for the first time, carefully move it along so that the shape still faces the same direction – you should find that the shape fits well into the outline you drew first. You can then continue to trace around the shape until it fills the page.



When you have finished look at your shape. Does it remind you of anything? A fish, an animal, a leaf....maybe just a blob-shaped monster! Colour your shape in and add any extra details like eyes if mouths. Remember to add exactly the same detail to each shape and in exactly the same place if you want your tessellation to remain the same as each other.

Why not try out other shapes...



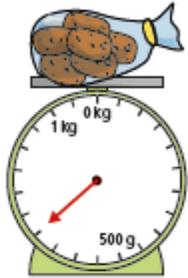
# Maths Answers



## Measure mass (2)

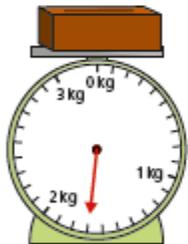
1 What is the mass of each object?

a)



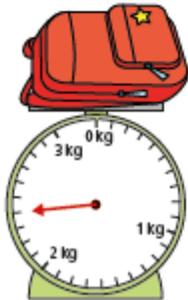
700 g

b)



1 kg and 700 g

c)



2 kg and 400 g

2 The mass of each object is shown on the label.



Draw on the scales to show the mass of each object.

a)



b)



c)



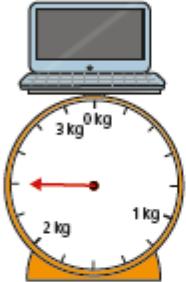
3 What is the mass of each object?

a)



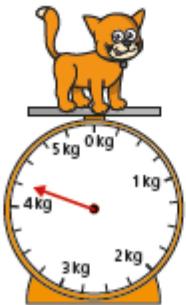
200 g

b)



2 kg and 400 g

c)

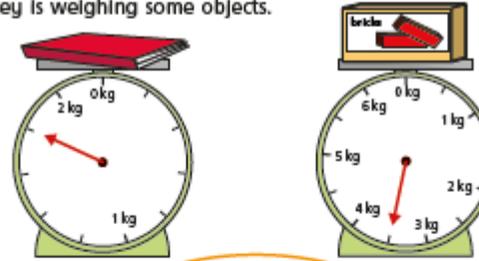


4 kg and 250 g

How did you work out what each interval on the scales represents?



4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? no  
Why?

5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.

Amir



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie

Who is correct? Amir

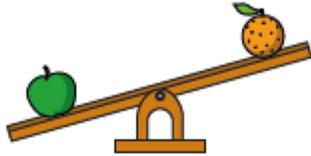
How do you know?



## Compare mass

1 Write heavier or lighter to complete the sentences.

a)



The apple is heavier than the orange.

The orange is lighter than the apple.

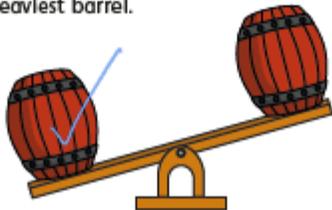
b)



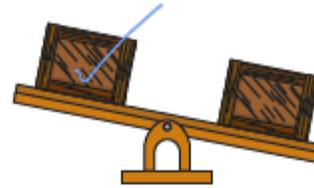
The ball is lighter than the bat.

The bat is heavier than the ball.

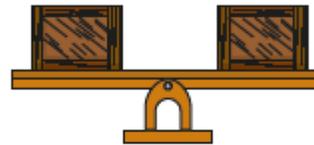
2 a) Tick the heaviest barrel.



b) Tick the lightest crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



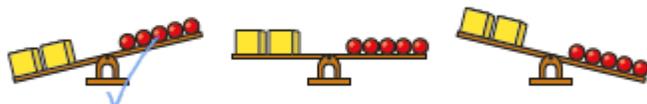
- 4 The scales show that 2 cubes balance 6 spheres.



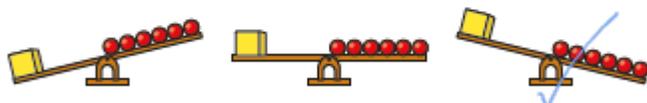
Tommy is removing shapes to see what happens to the scales.

Tick the correct image in each part.

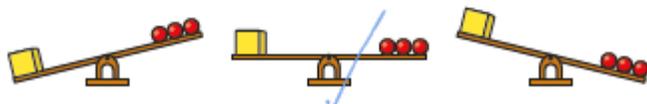
a)



b)



c)



Talk about your answers with a partner.



- 5 Circle the greater mass in each pair.



- 6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

55 kg 900 g, 60 kg 200 g, 60 kg 350 g

7



Is a jar or a mug heavier?

mug

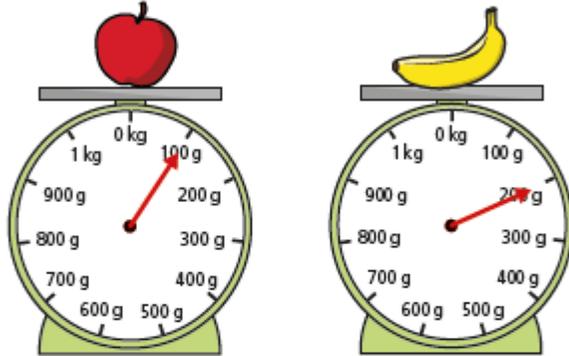
How do you know?

Talk about it with a partner.



## Add and subtract mass

- 1 Teddy is measuring the weight of some fruit.



- a) What is the weight of the apple?  g
- b) What is the weight of the banana?  g
- c) Teddy puts both pieces of fruit on the same scale.  
What is the total weight of the apple and the banana?  g

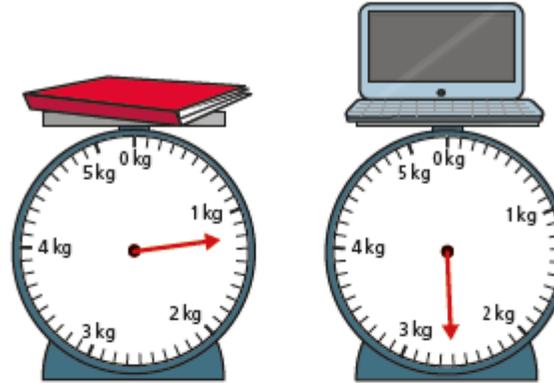
- 2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients?

kg

- 3 Ron is measuring the mass of some objects in the classroom.



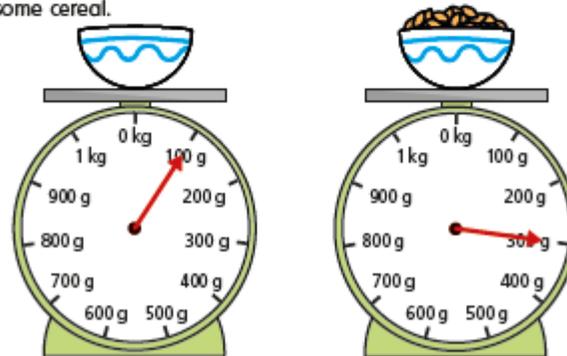
Ron puts both objects on the same scale.

What is the total mass of the objects?

kg and  g

- 4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl?

g

- 5 A dog weighs 8 kg and 200 g when it is 8 weeks old.

The same dog weighs 12 kg and 900 g when it is 12 weeks old.

What is the difference in the dog's weight between 8 and 12 weeks?

4 kg and 700 g

- 6 The mass of a tin is 450 g.

The mass of a book is 300 g.



Draw books on the scales to balance the tins.



- 7 Complete the number sentences.

a)  $1\text{ kg } 250\text{ g} + 5\text{ kg } 300\text{ g} = 6\text{ kg } 550\text{ g}$

b)  $3\text{ kg } 450\text{ g} + 8\text{ kg } 120\text{ g} = 11\text{ kg } 570\text{ g}$

c)  $15\text{ kg } 960\text{ g} - 11\text{ kg } 270\text{ g} = 4\text{ kg } 690\text{ g}$

d)  $36\text{ kg } 317\text{ g} - 21\text{ kg } 199\text{ g} = 15\text{ kg } 118\text{ g}$

e)  $1\text{ kg} - 800\text{ g} = 200\text{ g}$

- 8 Tommy and Rosie are working out the total weight of the box and the suitcase.



The total weight is 5 kg and 1,200 g.

Tommy



The total weight is 6 kg and 200 g.

Rosie

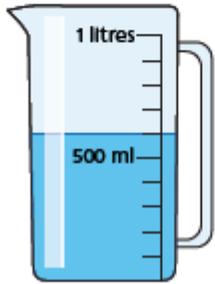
Who is correct? Both

Talk about it with a partner.

## Measure capacity (2)

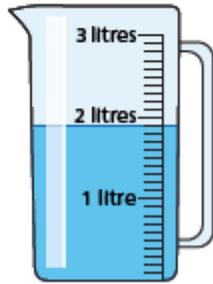
1 How much water is there in each jug?

a)



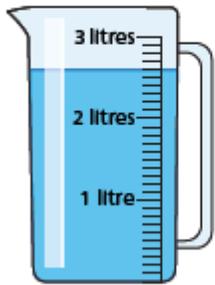
600 ml

c)



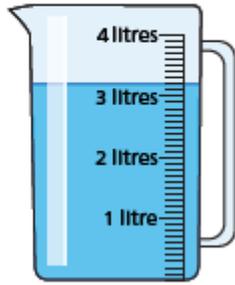
1 l and 900 ml

b)



2 l and 600 ml

d)



3 l and 200 ml

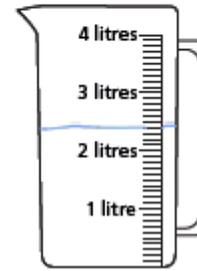
2 The capacity of each bottle is shown on the label.

Each bottle is full of liquid.

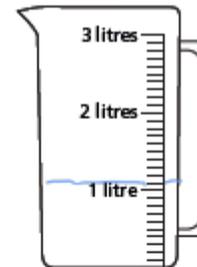
The bottles are emptied into jugs.

Draw a line on each jug to show where the liquid will reach.

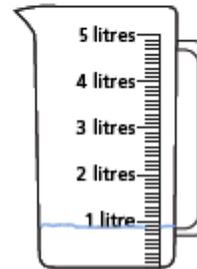
a)



b)

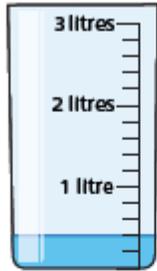


c)



3 How much water is there in each container?

a)



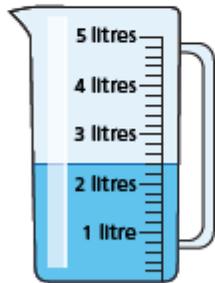
400 ml

c)



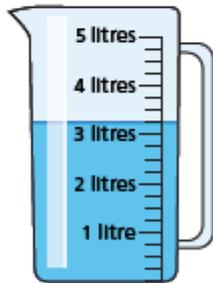
4 l and 800 ml

b)



2 l and 400 ml

d)



3 l and 250 ml

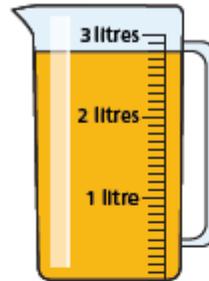
How did you work out what each interval on the scales represents?



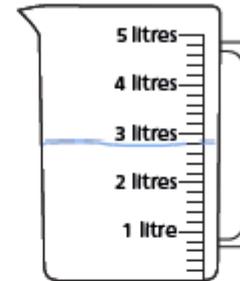
4 Mo has some orange juice in a jug.

He pours it into another jug.

Draw a line on the jug to show where the orange juice will reach.



What do you notice?



5 Different bottles hold different amounts of liquids.



Dexter

Eva



Who has more liquid? Circle your answer.

Dexter

Eva

they have the same

Talk about it with a partner.

